R E P O R T R E S U M E S

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THE EDUCATIONAL PARK, THE MIDDLE SCHOOL--A REPORT ON MATERIAL ON FILE IN THE BERKELEY UNIFIED SCHOOL DISTRICT RESEARCH OFFICE AND SOME ADDITIONAL SOURCES FROM THE BERKELEY SCHOOLS' PROFESSIONAL LIBRARY. (TITLE SUPPLIED)

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DESCRIPTORS- *EDUCATIONAL FACILITIES, *MIDDLE SCHOOLS, JUNIOR HIGH SCHOOLS, SCHOOL INTEGRATION, POPULATION TRENDS, SCHOOL BUILDINGS, DECENTRALIZED SCHOOL DESIGN, STUDENT TRANSPORTATION, *INSTRUCTIONAL INNOVATION, GRADE ORGANIZATION, BIBLIOGRAPHIES, SCHOOL SIZE, BERKELEY

A REVIEW OF LITERATURE OUTLINING THE MAIN ADVANTAGES AND DISADVANTAGES OF EDUCATIONAL PARKS AND MIDDLE SCHOOLS IS PRESENTED. EDUCATIONAL PARKS ARE DISTINGUISHED BY THEIR LARGE SIZE (FROM 10,000 TO 25,000 STUDENTS), CENTRAL LOCATION, ADMINISTRATIVE CENTRALIZATION, AND DECENTRALIZED SCHOOL DESIGN. THE ADVANTAGES OF EDUCATIONAL PARKS INCLUDE (1) A PARTIAL SOLUTION TO DE FACTO SEGREGATION, (2) REDUCTION IN THE COST AND COMPLEXITY OF EDUCATIONAL FACILITIES, AND (3) BETTER ACCOMMODATION OF LOCAL POPULATION SHIFTS. DISADVANTAGES INCLUDE (1) LARGE SIZE, (2) IMPERSONAL ATMOSPHERE, (3) TIGHTER ADMINISTRATIVE CONTROL, AND (4) COST OF TRANSPORTING STUDENTS FROM NEIGHBORHOOD SCHOOLS. VALUES OF THE MIDDLE SCHOOL (GRADES 5 OR 6 THROUGH 8) INCLUDE (1) IMPROVED TRANSITION FROM ELEMENTARY TO HIGH SCHOOL, (2) A SPECIALLY DESIGNED PROGRAM TO FIT THE NEEDS OF PREADOLESCENTS, AND (3) PROMOTION OF INTEGRATION BY DRAWING STUDENTS FROM A LARGER ATTENDANCE AREA. ANNOTATED BIBLIOGRAPHIES PROVIDE PUBLICATION INFORMATION ON EDUCATIONAL PARKS AND MIDDLE SCHOOLS. (PP)

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TO: Dr. Dan Freudenthal
Office of Research and Publications
Berkeley Unified School District

FROM: Susan V. Dunn
Research Assistant

DATE: September, 1966

SUBJECT: A review and compilation of the materials in your office on the Educational Park and the Middle School, as related to Integration and Quality of Education.

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THE EDUCATIONAL PARK

THE EDUCATIONAL PARK:

Its Relation to Quality of Education and Integration

A report summarizing material on file in the Research Office and some additional sources from the Berkeley Schools' Professional Library

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The Educational Park: Its Relation to Quality of Education and Integration

What are educational parks?

In a period of pressing urban problems, the concept of the educational park has become a topic of extensive discussion in educational circles. The idea of the educational park centers around the consolidation of many educational facilities into large educational complexes. Variously called the educational park, the educational plaza, the consolidated educational facility, and the school village, this concept assumes many shapes. However, there seem to be three main elements common to all educational parks: large size; a location that will draw students from a variety of neighborhoods; and administrative unification and the rationalized use of plant.

Some theorists say that if any of these elements are lacking, the term educational park is a misnomer. (53; 27, pp. 5 & 9)** Thus, some districts which talk of building an educational park are really only speaking about building a large school, or of putting all of their schools on one site. For example, the proposals for educational parks on Bay Farm Island, Alameda, seem to be concerned

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**Numbers refer to the list of sources in the annotated bibliography which follows this report. References cited merely give an indication of one or two places in the material where a particular issue is discussed. They are not meant to be exhaustive.

only with the first element--large size. Their primary purpose in consolidating the schools is safety. Since Bay Farm Island lies in a jet runway zone, one or two safe school sites are easier to find than many. However, little emphasis is placed on any other aspects of consolidation. (6;7) Similarly, the school district in Youngstown, New York, started building all of its schools on one central site of 360 acres ten years ago. But they seem to be planning in terms of building a mass of separate schools near each other, rather than a unified educational park. (29)

Even when all three elements are present in the conception of an educational park, there is a great deal of variability in the interpretation and application of them. For one thing, the notion of size varies. In Syracuse, New York, for example, sites are spoken of which will accommodate 5,000 students (28), while in San Francisco a site has been suggested to serve 100,000. (8) It would appear, however, that most educators are thinking in terms of parks ranging in student population from 10 to 25,000.

Another difference revolves around the idea of location. The educational park can draw from a variety of neighborhoods by being placed in the center of town, as is being done in East Orange, New Jersey. (16-21) However, the problem of location varies considerably with the size and nature of the city. In a large city, for example, it may be more feasible to plan a system of educational parks which are located throughout the city, as New York is

currently attempting to do. (24-27) Or, the system of educational parks can be built on the periphery of the city, as is being done in Syracuse. (28)

The administrative organization of the educational park is also conceived of in varying ways. The rationalized use of plant involves a sharing of central facilities, such as gymnasiums and playground areas, cafeterias, laboratories, heating units, libraries, etc. But beyond this there is variety in the type of administrative unification that is foreseen.

Most advocates of the educational park propose a system of "schools within schools". But the method of breaking down the larger population varies. For instance, the park may consist of one major school of each level (elementary, intermediate, high school, and perhaps a junior college), with further breakdown taking place in each school as desired, as in East Orange. (18) (Dr. Wolff feels that all educational parks should eventually include all levels. (27, pp. 7 & 8)) Or, it may start with its entire population coming from one major level. The further breakdown of the population could then be made by randomly distributing it among a series of heterogeneous "houses", as is proposed in a secondary education park in Chicago (14), or by stratifying the population into a series of homogeneous "layers" (pre-school, low elementary, high elementary), as is proposed in an elementary educational park in Del Paso Heights, California. (11)

In addition to differences in the application of the three elements, there are variations in certain character-

istics of the educational park which, though perhaps not central to the concept, are still important aspects of it. For one thing, the scope of the park's services varies a great deal. Some views, such as that of Hyde Park, in Chicago, include only facilities which are directly related to education. (14) Some slightly expand their sights to include educationally related facilities for the students, such as Shaw's idea of filling the youths' needs from morning until night. (55) Some enlarge their goals still further to include the community in varying ways. Many, like Del Paso Heights, California, include the idea of opening some of the school facilities, such as the library, to the public. (11) Others, such as Pittsburgh, propose making the park a center of community involvement and social reconstruction, with many additional facilities built on the park grounds or close by--such as museums, recreational facilities, theaters, health facilities, and even housing units. (32;35;36; & 37)

Another varying aspect of the educational park concept is the vision of the physical plant. Most advocates see the educational park as an attractive, green, open campus. On the other hand, some have proposed containing the school in one huge, multi-storied building complex.

The educational park concept, then, contains three essential elements, although there is much variability within and beyond these elements. In general, as we might expect, each city applies the educational park concept to best fit its own purposes, needs, and resources.

Why do we need educational parks?

The educational park came to the forefront of discussion several years ago when it became clear that modern urban schools faced problems which could not be solved within the framework of the neighborhood school. The literature reviewed emphasizes two facts of modern life which cause especially grave problems for our schools: urban segregation patterns, and the growing cost and complexity of educational facilities. (equipment, materials, services)

Neighborhood Segregation. The facts of urban sociology are by now well known. So far, nothing has reversed the trend toward cities becoming blighted with minority group ghettos, while suburbs grow into restricted white, middle-class areas. (40, p. 1; 61, pp. 2-6) This trend has led to the de facto segregation of most city schools. "To the extent that the 'neighborhood' is a ghetto, segregation is the logic of the neighborhood school." (61, p. 8)

It is not within the scope of this paper to reiterate the reasons for the undesirability of segregated schools. Part of the vast body of literature on this subject has been well summarized in previous reports of the Berkeley School District, such as section two of Desegregation of the Berkeley Public Schools: Its Feasibility and Implementation, May, 1964. I will take as an assumption that segregated schools--in creating a disparity in the quality of education among schools, (38; 44, p. 6; 61, pp. 6-7) and in lowering the general quality of all schools (38; 43; 45, p. 4)--

are damaging to <u>all</u> children, and to our society as a whole. (27, pp. 13-14; 47; 48)

Recently, many cities have attempted to solve the problem of segregated schools, while retaining the neighborhood school system. For the most part, these attempts have failed. (9; 26; 27, p. 2; 45, p. 2) They are at best temporary solutions. At worst, they are merely token gestures which in fact leave the basic situation unchanged.

The educational park has been suggested as a solution to the problem of de facto segregation. Two methods of assuring integration in educational parks are brought up in the literature. The first is by planning to build the educational park on a location which will draw from a variety of socio-economic and ethnic neighborhoods. By drawing from a large attendance area, the educational park can accomplish this more easily than the neighborhood school.

However, it is sometimes difficult to guarantee that an educational park will be or will remain integrated. Some writers even claim that the very creation of the educational park will encourage the white migration from the city, leaving a segregated educational park in the place of segregated schools. (30) So, proponents of the idea suggest that the school be made so excellent that it will be attractive to everyone.

This question of quality leads us to the second problem faced by schools today--that of the expense and

complexity of high quality educational facilities.

Quality of Education. Language laboratories, advanced science laboratories, educational television, various teaching machines--all these are modern developments which are available to our schools, and which some say our schools must incorporate, if education is to meet the demands of modern life. (52) The small size of neighborhood schools eliminates the possibility of generally and uniformly incorporating such modern facilities. They are too costly to provide for a small number of students, and we could not afford the waste that would ensue in the under-utilization and duplication of facilities.

New methods of teaching, also, frequently appear to be more appropriate to modern education. But our neighborhood school faculties are too small to allow specialization, and many times the physical plant itself precludes the possibility of using such methods as team teaching. We cannot provide students with the best facilities we have available, nor can we adopt new methods better suited to modern education within the framework of the neighborhood school. "...learning demands of the nuclear-space age have out-paced the capacities of the neighborhood school..." (18, p.1)

It is claimed that because of its size and the rationalized use of its plant, the educational park can meet modern educational demands by enabling our cities to offer the best educational facilities and programs to all children. First of all, when central facilities are shared, and fully utilized, the waste of duplication is avoided. As a result,

for the same money we can provide better facilities and a greater variety of facilities. (14, pp. 16 & 18; 27, p. 10; 40, p. 2) Secondly, a larger faculty means that teachers can specialize. Furthermore, because of the large student population, it is feasible to offer courses and programs which draw only a small per cent of the student body, and to hire special personnel, such as Social Workers and Psychologists. Thus, a comprehensive curriculum, with improved special programs can be offered. (14; 40, p.1) All of these factors add up to a more individualized program of instruction for each student (40, p. 3) and a higher quality of education for all.

The educational park concept, then, has been created as a means of integrating our schools and raising the general quality of education. We can now see why its essential elements are large size, central location, and administrative unification. For without these characteristics, the educational park is no better than the neighborhood school in solving the problems of segregation and educational quality.

Additional possibilities of the educational park.

The literature indicates that beyond its essential purposes, the educational park offers additional advantages. First, it solves problems caused by population shifts within the city. Under the neighborhood school system, population

mobility can lead to under and over-utilization of facilities. (45, p. 2) A new housing project can cause a critical shortage of space in one school, while another, across town, has empty classrooms.

Moreover, populations shifts can have a negative effect on the individual child, for they create a situation where many children are faced with constant changes of schools, and suffer the consequent effects of insecurity and lack of educational continuity. This especially affects lower-class children, whose families tend to be very mobile. (44, p. 6) The enlarged attendance areas of the educational park greatly lessen the magnitude of the problems caused by population mobility within the city. They facilitate space utilization planning and lessen the liklihood that a child will have to change schools every time he moves. (40, p. 2)

Second, the educational park can help to solve some of the city's larger problems. For example, it can be one way of attacking "downtown blight". (35; 62) If services are expanded to include educationally related facilities which the community can use, the educational park can serve and enhance the entire community, and perhaps revitalize the quality of urban life. (39, p. 2; 40, p. 1-2)

Third, if the educational park is built in a park-like setting, it can beautify the city and enhance the instructional program; it can be an outdoor laboratory for many subjects. (11, p. 3; 15; 57, pp.3, 12, & esp. 18-22)

Fourth, the educational park offers the possibility of better articulation in the city's whole educational program. (40, p. 3)

Finally, an indirect advantage of the educational park is that if a city chooses to utilize the concept, while it is converting its facilities in such a basic way, it can take the opportunity to evaluate and improve the entire school system. (55, p. 3) Such basic parts of the system as the grade organization, class tracking policies, and teaching methods can come under scrutiny. For example, the 4-4-4 or 5-3-4 grade organization has recently been acclaimed as a much more sensible way of grouping than the old 6-3-3 or 8-4 organization.** Similarly, ungraded classes within the primary and middle schools have been suggested to allow more flexibility and eliminate segregated classes in an integrated school. (60, p. 2)

Methods of teaching more in line with modern subjects might be employed. (43) Such devices as team teaching, lectures, and individual study seem to have their place in a modern school. New methods may require a different physical set-up than the conventional "egg-crate" school building. Rooms of varying sizes may be needed, and the new "movable walls" or a lack of walls (54) might be considered.if the city is planning any new construction for the educational park.

** See following section on the Middle School

In theory then, the educational park as a new approach to urban education would seem to offer many advantages and possibilities. However, no panacea has as yet been found for our educational system, and, although the educational park solves some problems, it creates others.

Problems.

Of the major problems that were discussed in the material reviewed, the most important, I believe, is the question of size. Several of the articles expressed misgivings about moving the concept of "bigness" to the public school. (24; 55) Many cautioned against the possibility of letting the educational park become a massive, impersonal institution, and some brought up the problem of administrative control and the fact that such a large organization runs all the risks of a bureaucracy.

The method constantly mentioned to prevent the educational park from becoming too vast and impersonal to its students is decentralization. It was felt that the architectural and organizational design of the school could give it a warm and personal atmosphere. With a system of "schools within schools", the student would identify with a small unit within the whole organization, and he would get to know and be known by his teachers and fellow students. (14, pp. 9-11; 60) A somewhat less optimistic writer reminds us that, although theoretically a large school may become

humanized through its organization, this is as yet unproven in practice. (53, p. 11)

But, assuming the schools can be kept warm and personal for the students, we still face the problem of administrative control. Even with a certain decentralization and autonomy of "houses" within the educational park, the very essence of the concept--centralized facilities and rationalization of plant--makes unavoidable a bureaucratic structure, with all of its necessary rules and procedures. (55, p. 4) For example, there will be more time and more paper-work involved in requesting use of facilities, and in co-ordinating their use.

Furthermore, there is always the possibility of an organization's becoming so big that it becomes inefficient. The administrators of the educational park must also guard against a large organization's tendency toward rigidity and the reduction of innovative possibilities. (55, p. 4) New methods may be incorporated with the inception of the educational park, but when these new methods become old, will the educational park be flexible enough to allow change?

In general, however, an awareness of the possible problems that "bigness" can pose, adequate planning to counter-act these problems, caution in deciding on the size of any one educational park; and especially, careful planning to have adequate facilities for the enrollment of the school, whatever its size, (44) may allow us to surmount the problems

of "bigness".

The second important problem that the educational park will create is that of transportation. For one thing, there is the question of the desirability of having to transport students to school at all, rather than making it possible for most of them to walk. It was pointed out in the literature, however, that most of the opposition to busing comes from white parents who oppose having their children bused to inferior schools, not to the busing itself. (53) It was noted that there has never been any problem in busing rural children to consolidated schools, or busing children to private schools, or to facilities for special education.

Undoubtedly, it would be more convenient if schools remained close to a child's home. But many feel that the question should not be about the travel, but rather about the destination. (60, pp. 1-2) If the only way of providing children with top quality schools requires them to spend a little time on a bus, surely this is a low price to pay. Of course, there are some practical problems connected with transportation which will have to be dealt with. There will be such considerations as cost, traffic engineering, and the safety of small children, if they are included in the park.

A third issue which the building of an educational park would raise is that of the feasibility of the change, in light of the city's existing educational facilities.

Will the educational park make schools which are in good condition obsolete? It was pointed out that there is no need to abandon all existing facilities and start from scratch. (27, p. 4) The changeover can be gradual, starting with administrative unification and rationalization of the already existing facilities, but making sure that any new construction fits in with a master-plan for the educational park(s).

Another possibility is to use elementary schools as nursery schools (21) or as neighborhood centers. (55, p. 5) With careful planning, then, the development of an educational park would not entail any more waste than would normal construction programs.

Finally, the educational park poses, not so much a problem, as a temptation. It is easy to think that new buildings or a new organizational system ipso facto make a top quality educational system. With a major change like the educational park, there would be a tendency to point to the better facilities available to all children, and to the fact that the schools are totally integrated, and to assume that the job is done. Certainly these are important advances, but we cannot forget that "more of the variance in pupil achievement can be accounted for by teacher effectiveness than by any other treatment variable within the child, the school, or the curriculum." (22, p. 3, 2nd section) The realities of the classroom must always be of major concern.

Concluding remarks.

The material reviewed in this report is of a very general nature and is mainly written on a theoretical level. As a whole the literature tends to be repetitive. For further research, I would suggest that materials of a more specific or evaluative nature be sought. These are scarce, but they might yield valuable information.

It might be fruitful to check into such sources as the Center on Innovation in Education, in New York, which has as one of its purposes the coordination and dissemination of materials on innovation. Perhaps they have compiled some date on the educational park. Another idea might be to conduct some research into specific problems which already have been examined, although perhaps not in the context of the educational park. For example, the problem of a big school vs. small schools might be approached with the help of psychological or sociological studies dealing with problems of size and alienation. Such material might provide added insights to the problems of creating an educational park.

THE EDUCATIONAL PARK

Annotated Bibliography of Materials Covered in the Report

THE EDUCATIONAL PARK

References regarding specific areas of the country, listed by state and city

California

1. Anonymous, "Core Learning for Urban Areas," in Oakland Tribune, April 26, 1965, can be found in Research Office Educational Park file, under California.*
   A news article which quotes March Fong regarding the Alameda County School Board's request to the California State Legislature to study the educational park idea for use in California.

2. _____, House Resolution Number 380, in The Assembly Journal, April 26, 1965, can be found under California.
   The State Assembly resolution, introduced by Assemblyman Garrigus, relative to the study of the educational park concept.

3. _____, "One Campus Schools for California?", in a Sacramento newspaper, (article unlabeled), can be found under California.
   This article quotes Rafferty, Braden, and Riles regarding the possibility for educational parks in California.

4. Fong, March, letter to Wilson Riles, May 24, 1965, can be found under California.
   A statement of the nature of the work Mrs. Fong planned to do as a consultant to the State Department of Education's Bureau of Intergroup Relations, on a project related to the educational park.

California, Alameda County

5. Anonymous, Resolution Number 34, Alameda County Board of Education, Hayward, California, April 22, 1965, can be found under California.
   Requests the California State Legislature to authorize the study of the applicability of the educational park concept to the problems encountered by the urban centers in California.

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*Unless otherwise indicated, all sources are assumed to be in the Research Office Educational Park file; thus, from now on only the filing category will be given.

California, Bay Farm Island

6. Anonymous, "Experts Advise Bay Farm Island Adopt the Educational Park Concept", in Alameda Sun, January 27, 1966, p. 9, can be found under 5 a-1.
   This article quotes Robert Ingraham, consultant to the Alameda Unified School District, regarding school site selection for Bay Farm Island, a housing development with a school population of 3,600. He recommends two educational parks. His primary consideration is safety, since Bay Farm Island is in a jet runway zone.

7. Fay, Marion, "Dr. Roderick Says 'Ed. Parks' Exciting," in Alameda Sun, January 27, 1966, can be found under California.
   This article quotes Dr. Donald Roderick, Superintendent of the Alameda Unified School District, regarding the educational park concept for Alameda, and specifically, Bay Farm Island.

California, Berkeley

8. Anonymous, "The Educational Park: Its Rightful Place in Today's Overtaxed Educational System," in Alameda Sun, January 27, 1966, can be found under 5 a-1.
   Russell Lombardo, editor of the Alameda Sun, interviews Dr. Sullivan and Dr. Wogaman. Questions cover various aspects of the educational park such as objectives, size, scope of program, possibility of teacher specialization, attitudes of PTA, teachers' union, and School Board officials, and possibility of increased student political activity. 4 pages.

9. Freudenthal, Dan, and Max Wolff, correspondence from March, 1966 to May, 1966, can be found under 5 a-1.
   A series of letters, generally regarding the educational park concept, and specifically regarding the possibility of Berkeley's taking part in a study Dr. Wolff will conduct on the educational park. 5 letters.

10. Sullivan, Neil, a memo to all certified staff, March 4, 1966, containing two articles from Dr. Sullivan's column in the Berkeley Gazette, "The Twin Goals of Progress Discussed," February 22, 1966, and "Teachers Need Time to Plan and Reflect," March 1, 1966, can be found under 5 a-1.

In the first article, Dr. Sullivan makes the point that the educational park is the best way to obtain integration and quality education. He uses the East as an example. The second article claims that elementary school teachers need preparation time. The self-contained classroom no longer fits our educational needs. Team teaching, where teachers specialize, is better.

California, Del Paso Heights

11. Tyler, Robert, "Prospectus for a Demonstration Research Project Grant for the Del Paso Heights Elementary School District," May 19, 1966, can be found under New Jersey.
    A Research proposal for a demonstration project to improve the elementary educational system in a district with problems of a large low income and Negro population. He proposes an educational park as the only economically feasible way to enrich the school program and services, thereby hopefully raising the educational achievement of students in the district, and attracting whites to the community. 7 pages.

California, Hayward

12. Anonymous, "'Educational Plaza Concept': New Plan Combines School Facilities", in Hayward Daily Review, May 11, 1965, can be found under California.
    This article quotes March Fong regarding the State Assembly bill about the study of the educational park. It also discusses the possibility of building two educational parks in Hayward, in 15 or 20 years, to replace the city's 45 present schools.

District of Columbia, Washington

13. Sessions, John, (title illegible on Xerox copy), can be found under Miscellaneous.
    This article contains a proposal to turn the present school properties in Washington, D.C. into low cost housing units, and to build a system of educational parks to replace the present inadequate school system. A major point is a suggested new way to finance the schools. Since Washington is not allowed to incur bonded indebtedness for its schools, it is proposed that they lease their schools from private developers. 2 pages.

Illinois, Chicago

14. Thomas, J. Alan, "A Secondary Education Park for Hyde Park-Kenwood-Woodlawn," Midwest Administration Center, University of Chicago, can be found under Illinois.

    A proposal for a secondary educational park as a solution to some of the educational problems of the Hyde Park area, near the University of Chicago. Includes an analysis of factors to be considered in deciding upon the optimum size of a school; a description of a decentralization procedure which will counteract the impersonality of a large school; and an appendix which translates the proposal into a description of a specific hypothetical secondary school. Bibliography, 38 pages.

Michigan, Detroit

15. Treloar, James, "Wildfowl Class All It's Quacked Up To Be," in Detroit Free Press, March 2, 1965, can be found under Michigan.

    An article about the twenty-five varieties of birds in the pond at Edsel Ford High School. This part of campus is a great stimulation of student interest, and a demonstration ground for biology classes. Illustrated.

New Jersey, East Orange

16. Anonymous, "Blueprint for Progress," in Senior Scholastic, Vol. 85, T. ed., January 14, 1965, p. 11, can be found in the Berkeley Schools' Professional Library.

    A description of plans for the East Orange Educational Plaza, which will eventually house this city's entire school system--10,000 pupils. It will take 15 years to complete the project.

17. ———, The East Orange Educational Plaza, The Board of Education, E. Orange, New Jersey, 1964, can be found under New Jersey.

    This brochure is a report to the people of East Orange from their Board of Education. The educational plaza plans are described, the crowded conditions of E. Orange schools and their inability to meet modern educational needs are explained as reasons for building the educational plaza. Illustrated, 12 pages.

18. ————————, memo from the Board of Education and Office of the Superintendent, East Orange Public Schools, can be found under New Jersey.
    A description of the plans for the E. Orange educational plaza, the reasoning behind the decision to build it, and a list of advantages of the plaza over the neighborhood schools. 4 pages.

19. ————————, "New Jersey City Plans Educational Park," in Education, U.S.A., Washington, D.C., November 19, 1964, can be found under New Jersey.
    A description of the proposed educational plaza in East Orange.

20. Fong, March, letter to Dr. Seitzer, Superintendent of East Orange Schools, April 20, 1965, can be found under New Jersey.
    A letter thanking Dr. Seitzer for receiving Mrs. Fong on her visit to East Orange.

21. Pike, Rayner, "Educational Plaza," Associated Press, November 11, 1964, and an attached letter to Mr. Riles from R. Soble of the Associated Press, November 13, 1964, can be found under California.
    The article describes the East Orange educational plaza plans. The attached letter inquires about the applicability of the concept to California.

New York

22. Anonymous, "Financial Provisions and Application Procedures for Programs of Experimentation and Innovation in Education," University of the State of New York, State Education Department, Albany, New York, April, 1966, can be found under New York.
    Information on N.Y. state grants and federal aid for experimental programs in improvement of instruction or implementation of innovative programs. Includes outline of a sample grant proposal and suggestions for improvement of experimental programs. Affirms the desirability of a permanent research staff as part of each large school district. 18 pages.

23. Kurland, Norman, "Center on Innovation in Education," in Bulletin to the Schools, State Department of Education, Albany, New York, November, 1964, can be found under New York.
    The director describes this center which was established in July, 1964 to raise educational quality through design, evaluation, and dissemination of new ideas and practices.

New York, New York

24. Anonymous, two articles from the New York Times, "The Educational Parks" October 13, 1965, and "City Set to Build Cluster Schools," October 29, 1965, can be found under New York.
The first is an editorial which claims that caution should be used in moving the concept of bigness to the public schools, and assuring excellence of quality so as not to risk replacing segregated schools with segregated parks. The workings of the educational parks should be watched and analyzed before long-range commitment of school policy is made.

25. ————————, "The Educational Park in New York City: Concept for Discussion," New York City Board of Education, April, 1965, can be found under New York.
A report on the concept of the educational park as applied to the N.Y. city schools. Outlines criteria for site selection; discusses three types of organization; analyzes three possible sites in New York, in line with the criteria previously outlined; discusses the educational advantages of the educational park. Includes maps of the proposed educational parks. 20 pages.

26. Buder, Leonard, "Now Educational Parks," in New York Sunday Times, June 26, 1966, can be found under New York.
This article quotes Dr. Fischer, president of Columbia Teacher's College, and Harold Howe, U.S. Commissioner of Education, from speeches given at a School Integration Conference sponsored by the National Urban League. Contains maps and descriptions of plans for the J.F. Kennedy Educational Park to be built on the Manhattan-Bronx border.

27. Wolff, Max, "Statement Before the Board of Education: A Discussion of the Concept of the Educational Park and the Specific Suggestions Made by the Acting-Superintendent of Schools," New York, June, 1965, can be found under New York.
A critical analysis of the N.Y. city Board of Education's proposals in reference #25 above. Dr. Wolff criticizes the emphasis on finding sites rather than analyzing the city schools' problems and investigating how the educational park can solve them. (New York needs a master-

plan for desegregation.) His other main criticisms center on the Board's lack of full appreciation of the concepts of rationalization of plant (Educational parks do not have to be built from scratch), and centralized facilities (Mere proximity of schools doesn't make an educational park.) Dr. Wolff presents his own list of criteria for school site selection. He measures the Board's three suggested sites against these criteria and finds only one site to be adequate. 19 pages.

New York, Syracuse

28. Scully, Edith, "Elementary Campus Schools Proposed," in Post-Standard, Syracuse, New York, March 16, 1966, can be found under New York.

An article about plans which were announced by school and city officials for four campuses to replace the city's thirty-three elementary schools. Mayor Walsh and Dr. Barry, Superintendent of Schools, are quoted. Includes pictures of school board members and plans for one campus.

New York, Youngstown

29. Collins, Tobias, and Myron Cory, a letter and a report to the Board of Education, Lewiston-Porter Central School, Youngstown, New York, 1961, can be found under New York.

A report regarding plans for eventually building all of this district's schools on one central 360 acre site. Includes a diagramatic map locating proposed schools on the site. 7 pages.

Pennsylvania, Philadelphia

30. Binzen, Peter, "Education in the News: $36.7 million School Plan for Germantown," in The Evening Bulletin, Philadelphia, August, 1965, can be found under Pennsylvania.

An article about the report of a consultant firm to the School Board regarding a proposal to "stem the tide of white migration to the suburbs." The educational park idea is rejected as being too drastic, (it might precipitate white flight) and too expensive (their present schools are still

useable). Instead, reorganization of administrative procedures and grades is proposed, including non-graded classes, remedial education, and racial mixing for one half day per week.

Pennsylvania, Pittsburgh

31. Anonymous, Compensatory Education Services, Pittsburgh Public Schools, can be found under Pennsylvania.
    A brochure describing the compensatory education program from 1960 to 1966.

32. ————————, "The Education Park," Pittsburgh Public Schools, September, 1965, can be found under Pennsylvania.
    A review of the concept of the educational park in Pittsburgh--past, present, and future. Includes concept illustrations. 11 pages.

33. ————————, Pittsburgh Scholars Program, Pittsburgh Public Schools, can be found under Pennsylvania.
    A brochure describing a program for students with high, but unrealized potential.

34. ————————, The Plus Program: OVT and You, Pittsburgh Public Schools, can be found under Pennsylvania.
    A brochure describing an occupational, vocational, and technical training program for non-college bound students.

35. Bartley, Robert, "Pittsburgh Attacks City School Problem," in Wall Street Journal, June 17, 1966, can be found under Pennsylvania.
    This article reviews Pittsburgh's present attempts and plans to solve school problems related to integration, including plans for a secondary educational park system, and a compensatory education program. It also explains the organization of the School Board and its independence from municipal politics.

36. Freudenthal, Dan, letter to Dr. Sullivan from Pittsburgh, June, 1966, can be found under Pennsylvania.
    A report on Pittsburgh public schools, regarding de facto segregation, educational parks, and related problems.

37. Marland, S.P., "The Education Park," Pittsburgh Public Schools, March, 1964, can be found under Pennsylvania.
A memorandum regarding preliminary plans for an educational park. Attached is a statement by two architects, including concept diagrams. 9 pages.

References of a general nature, listed by author

38. Anonymous, articles on a Sacramento conference, "Improved Learning for Minorities to be Discussed," in Roseville-Press Tribune, March 12, 1965; "Centers are Urged in Place of Some Schools," and "Man Says Negroes Spread to Suburbs," in Sacramento Bee, March 17, 1965; "Ghetto Termed Mockery of Democracy," in Sacramento Union, March 17, 1965; "A Negro Looks at Suburbia," and "Neighborhood School-Hand of Segregation," in San Francisco Chronicle, March 17, 1965, can be found under Miscellaneous.
A series of articles on a conference held in Sacramento, sponsored by the State Commission on Equal Opportunities in Education. Quotes John Franklin, History Professor at University of Chicago, and Dan Dodson, Director of the Center for Human Relations and Community Studies, New York University.

39. ———, "A Check List on Better Uses for School Sites," State Committee on Conservation Education of the Department of Public Instruction, Michigan, May, 1963, can be found under Michigan.
A broad outline of suggested procedures in acquiring or developing school sites, in order to attain the goals of broader instructional programs, community use of the land, and efficient plant operation. 15 pages.

40. ———, "The Consolidated Educational Facility," Office of Compensatory Education, California State Department of Education, March 18, 1966, can be found under California.
A description of the educational park. The concept is related to California's urban school problems. 4 pages.

41. ————————, "One Campus for All Schools--Is This your City's Solution?", in U.S. News and World Report, June 14, 1965, can be found under Miscellaneous.
A survey of the educational park concept as it has been applied in different cities in the United States. Illustrated. 4 pages.

42. ————————, "The Park Way," in Newsweek, July 18, 1966, can be found under Miscellaneous.
A presentation of the educational park idea, and the different ways in which it has been applied. Quotes advocates and skeptics.

43. Barden, John, "Community versus 'Neighborhood'--The Educational Park," in The Nation, April 20, 1964, can be found under California.
A discussion of the educational park as related to urban school problems. The economies inherent in the educational park idea are noted, and an organizational plan is suggested.

44. Blackman, Allan, "The Neighborhood School versus Racial Integration: A Report to the Planning Profession," March 21, 1964, can be found under California.
A paper read at a meeting of the American Institute of Planners, California chapter. Critically examines the values of the neighborhood schools, and compares them with the values of integration. Lists alternative forms of school organization. Bibliography. 9 pages.

45. Dodson, Dan, "The Rationale for the Educational Park," can be found under New York.
Discusses the limitations of the neighborhood school in meeting the demands of modern life, and consequently, the need for educational parks. 5 pages.

46. ————————, "School Administration, Control, and Public Policy Concerning Integration," in Journal of Negro Education, Summer, 1965, pp. 249-257, can be found in Berkeley Schools' Professional Library.
Suggests the relation of school leaders to the power order is responsible for schools' resistance to change. A discussion of the neighborhood school and the need for a new approach to integration.

47. ————————, "Social Change as a New Frontier in Education," reprint from New Frontiers in Education, Grune & Stratton, Inc., 1966, can be found under Miscellaneous.
A discussion of the educational system's role in response to social change, as related to problems of segregation. 11 pages.

48. Fischer, John, "Desegregating City Schools: The Big-City School, Problems and Prospects," in PTA Magazine, December, 1964, pp. 10-13, can be found in the Berkeley Schools' Professional Library.
A general review of the problems of de facto segregation, principles for dealing with these problems, and ways of implementing these principles.

49. Hamerman, Sam, "Methods of Desegregation," L.A. City Schools, Office of Urban Affairs, March 9, 1965, can be found under California.
An alphabetical list of methods of desegregation. Includes a short bibliography.

50. Hamilton, Francis, "The School for Tomorrow- A Park for 25,000," in San Francisco Sunday Examiner-Chronicle, July 17, 1966, can be found under California.
An article quoting Dr. Lamp of the Stanford Planning Laboratory, who predicts that future school systems will contain educational parks, and will shed notions of grades, subject compartmentalization, and the idea that school is for 5-18 year olds.

51. Kesler, Ray, "School Site Development Bibliography," School Site Project, Bureau of School Services, University of Michigan, May, 1962, can be found under Michigan.
A bibliography, part of which is arranged by topic and annotated. 12 pages.

52. Kurland, Norman, "Automation and Technology in Education," June 13, 1966, can be found under New York.
A statement to the Subcommittee on Economic Progress, U.S. Congress which praises the role technology can play in modern education. Suggests a partnership between private industry and the public schools. 12 pages.

53. Mauch, James, "The Educational Park," in The American School Board Journal, March, 1965, pp. 9-11, can be found in the Berkeley Schools' Professional Library.
    This article examines the issues regarding the educational park. Discusses purposes, common elements of all educational parks, advantages, and problems.

54. Nason, Leslie, "Schools to Become Centers of Community Cultural Life," in Philosophical Inquirer, June 29, 1966, can be found under California.
    This column describes new concepts in building schools, such as schools without walls, and schools as multi-purpose centers.

55. Shaw, Archibald, "The School Village: An Emerging Idea," Atlantic City, New Jersey, February, 1965, can be found under New Jersey.
    A speech presented at the 9th annual meeting of the American Association of School Administrators which defines the school village, which is essentially the educational park concept, and discusses some advantages and disadvantages of the idea. 5 pages.

56. Thomas, J. Alan, "The Secondary Education Park: Value Synthesis in Urban School Systems," in Administrator's Notebook, Vol XIV, No. 3, November, 1965, can be found under Illinois.
    A discussion of the relationship between quality and integration in urban schools, with a description of the synthesis of these goals in a secondary educational park. Short bibliography. 5 pages.

57. Wilson, Russel, and June Brown, "Appendix A--The Green Island Vision of School Site Development," School of Education, University of Michigan, February, 1965, can be found under Michigan.
    A discussion of reasons for developing "green island" school sites, and ways in which to do so. Includes interesting examples of ways in which school sites can enhance the instructional program. 41 pages.

58. ———, "Schools Can be Green Islands," in Michigan Education Journal, April, 1965, pp. 20-22, can be found under Michigan.
    Exposition of the "outdoor laboratory" idea for school sites. Includes a list of school site assistance, federal and state. Essentially a brief summary of reference #57 above.

59. ————————, "What Happens to Land, Happens to People," in Letter to Schools, Vol. XV, No. 3, University of Michigan, January, 1963, can be found under Michigan.
A plea for recognition of the potential symbiosis between school site resources and the enrichment of the instructional program, the urgency of repairing and improving the biosphere, the broadening of community life onto school sites, and the recognition of the responsibility for stewardship of public lands.

60. Wolff, Max, and Esther Rothman, and Leopold Berman, "The Case for Educational Parks," reprint from Architectural Record, McGraw-Hill, Inc., February, 1966, can be found under New York.
Questions answered which highlight the problems, advantages, and architectural challenges of the educational parks. Includes a list of Federal Acts under which financial assistance may be obtained for an educational park, and concept diagrams. 3 pages.

61. Wolff, Max, "The Educational Park--A Way Out of Crisis," Conference on the Educational Park, New York, November 30, 1965, can be found under New York.
A speech which analyzes the conflict between the concept of the community school and the reality of the neighborhood school; the ghetto; and the educational park as related to these problems. 19 pages.

62. ————————, "The Educational Park," reprint from American School and University, Vol. 36, No. 11, A Buttenheim Publication, July, 1964, can be found under New York.
Proposes that the educational park may be a means of reversing the trend of whites moving to the suburbs while the city becomes a blighted minority ghetto.

THE EDUCATIONAL PARK

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THE EDUCATIONAL PARK

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_____, Problems in Planning Urban School Facilities, U.S. Office of Education (OE 21023), U.S. Ofc. of Educ. Bulletin no. 23, 1964, 63 pages, bibliography.

_____, Profiles of Significant Schools: Trenton South High School, Newton, Mass., Education Facilities Laboratories, 477 Madison Avenue, New York, N.Y., 1960.

_____,"Where a School of the Future is Holding Classes Today," in U.S. News and World Report, July 5, 1965, pp. 36-39, (about the South Florida Education Center, Fort Lauderdale, Florida), on file with Bureau of Intergroup Relations, State Department of Education.

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Dodson, Dan, "A Proposal for Quality Education in Middle Grade Desegregation of Public Schools of Brooklyn, N.Y., April 9, 1965, (esp. pp. 23-4), listed as on file in the Berkeley Schools' Research Office.

Hart, Joseph, The Humane Community, Harper Bros.

Havighurst, Robert, "A New Plan for a Modern Community," Mimeo, University of Chicago, August, 1964, (about East Orange Educational Plaza, New Jersey).

Hickerson, N., "Physical Integration Alone is Not Enough," in Journal of Negro Education, Vol. 35, Spring, 1966, pp. 110-116, can be found in the Berkeley Schools' Professional Library.

Janowitz, Morris, "The Concept of a Public Campus High School," Mimeo, University of Chicago, October, 1964.

Paseur, C. Herbert, "Decentralized School vs. Centralized School: Investigation No. 3," Houston: Caudill, Rowlett, and Scott, July, 1960.

Plath, Karl, Schools Within Schools, Bureau of Publications, Teachers' College, Columbia University, New York, 1965, 83 pages, bibliography. Sent for on August 30, 1966, cost $1.50, not paid. Order sent to: 525 W. 120th St., N.Y., N.Y. 10027.

Wiese, W., "How to Design a Regional High School," in Nation's Schools, October, 1962, pp. 74-80, can be found in Berkeley Schools' Professional Library.

Wolff, Max, "A Plan for Desegregation," in Integrated Education, Issue 7, Vol. II, No. 1, February-March, 1964, pp. 43-47, listed as on file in the Berkeley Schools' Research Office.

Places to write to for information:

Evanstown, Illinois (Has a secondary educational park.)

Ft. Lauderdale, Florida, Broward County, South Florida Educational Center (an educational park).

Sarasota, Florida, McIntosh Student Center (an educ. park).

Center on Innovation in Education, New York State Education Department, Albany, N.Y., Director: Dr. Norman Kurland, (might have compilations of data on the educational park.)

THE MIDDLE SCHOOL

THE MIDDLE SCHOOL

A Brief outline of major points covered
in material on file in the
Research Office, and in additional sources
from the Berkeley Schools' Professional Library

THE MIDDLE SCHOOL

I. Definition: The middle school is a new organizational grouping for the intermediate years, grades 5 or 6 through 8. It provides a program uniquely suited to pre-adolescents.

II. Reasons for this grouping:

A. 5-8 more compatible than 7-9.

1. 9th grade belongs in high school, socially and academically.
(8th and 9th grade should be separated to eliminate the social, athletic, and academic pressure from the intermediate years.)

2. 5th and 6th graders old enough to profit from some departmentalization, counseling, etc.
(children maturing faster today).

B. Junior High program criticized.

1. An imitation of high school, not a school unique for this particular age group.

2. Even the word "junior" gives it a secondary place.

III. Purposes of the Middle School:

A. Transition from elementary to high school.

1. Gradually from a self-contained classroom to complete departmentalization.

2. From dependency to more independence in learning.

B. School program fitted to needs of pre-adolescents.

1. Basic Skills (continued from elementary school).

2. Learning Skills (good library important).

3. Exploratory experiences (breadth, not depth; last chance for general education without worrying about commitment or grades).

4. A more individualized program than in elementary school, tailored to the whole student.

C. Promote integration.

1. By enlarging attendance areas in elementary years.

2. More convenient organizational plan for the educational park because if use 4-4-4 system, somewhat equalize the number of students in each main school (elementary, middle, and high).

IV. Miscellaneous advantages:

A. Facilitates reorganization of teacher training for the middle years.

B. Facilitates incorperation of new methods: team-teaching; ungraded classes; both large and small classes, and individual learning.

THE MIDDLE SCHOOL

Annotated Bibliography of Materials Covered in the Outline

THE MIDDLE SCHOOL

References regarding specific areas of the country, listed by state and city

California, Rolling Hills

Anonymous, "Intermediate School Program," Palos Verdes Peninsula Unified School District, Rolling Hills, California, June, 1966, can be found in the Research Office Educational Park file, under Middle School.*
A brochure regarding the four Palos Verdes Intermediate Schools, grades 6-8. The curriculum, which provides gradual transition from the self-contained classroom to complete departmentalization, is outlined. 13 pages.

Connecticut, Easton

Anonymous, "A Middle School Above Par," in American School and University, Vol. 38, No. 8, April, 1966, pp. 68-69, can be found in the Berkeley Schools' Professional Library.
An article describing the physical layout and details of construction of the Helen Keller Middle School, grades 5-8. Illustrated.

Landin, Everett, a letter from the Superintendent of the Easton-Redding Public Schools, Redding, Connecticut, June 27, 1966.
This letter briefly describes the two middle schools in this District: the Helen Keller Middle School in Easton, and the John Read Middle School in Redding.

Illinois, Barrington

Anonymous, Barrington Middle School: A Report 1966, Barrington Public Schools, Barrington, Illinois.

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*Unless otherwise indicated, all references can be found in the Research Office Middle School file.

This booklet describes the flexible and progressive program, teaching methods, grouping of students, and physical plant of the Barrington Middle School, grades 6-8. 22 pages. Illustrated.

———————, "The Nation's School of the Month," in Nation's Schools, Vol. 76, No. 5, November, 1965, pp. 61-69, can be found in the Berkeley Schools' Professional Library.
An article about the layout and construction for flexibility in this Middle School. SCSD (School Construction Systems Development--developed at Stanford University) components allow for movable walls, lighting, and air-conditioning. It also describes the teaching program which benefits from this type of construction. Illustrated.

Massachusetts, Bridgewater

Anonymous, "Excerpts from the Report of the Brown-Bridgewater Project," Massachusetts, 1960-61.
Excerpts from a study done in connection with Brown University on the middle school concept and certain aspects of the Bridge-water school program. 15 pages.

———————, "Our Philosophy," Meredith G. Williams Middle School, Bridgewater, Massachusetts.
A statement of the purpose of this Middle School (5-8)--to provide a program which allows each child to grow in all areas. The goals of the school and how they are being obtained are discussed. 5 pages.

Zdanowicz, Paul J., letter and introductory cover page, Bridgewater, Massachusetts.
This letter from the Principal of the Meredith G. Williams Middle School lists all materials sent. The introductory page states the definition of the middle school and its goals.

———————, "The Emerging Middle School--Staffing," Camp Kern, Ohio, April, 1966.
This paper states that since the middle school aims for individualization of pupil programs, the middle school teacher must be able to assess pupils' needs. It discusses the optimum type of training a middle school teacher should get, and related issues.

———————, "The Meredith G. Williams Middle School," A copy of an article on the M.G. Williams Middle School which discusses the philosophy, program, advantages and limitations of a middle school. 8 pages.

———————, "M. G. Williams Middle School," June, 1962. Describes this middle school. Reiterates the fourteen criteria compiled by the Brown-Bridgewater Project for the evaluation of a middle school. 8 pages.

———————, "Middle School," MESPA at University of Massachusetts, March, 1966.
The variability in the definition of the middle school is discussed. A new definition is given, along with a list of reasons for the 5-8 grouping. 4 pages.

———————, "Tentative Proposal for an Addition to the Meredith G. Williams Middle School," November, 1964.
An estimate of the additional space and building needs of this school. 5 pages.

Michigan, Bay City

Anonymous, letter, Bay City Public Schools, Michigan, June, 1966.
This letter explains the nature of Bay City's Middle Schools: they were formed because of building pressures, are somewhat temporary, and the program is not unified.

Michigan, Port Huron

Anonymous, "Port Huron Area School District-Some Preliminary Considerations Relative to the Intermediate School Program, 1962, 63."
Lists the advantages of the middle school organizational plan, its purposes, and the curriculum plan for each grade, 6-8. 8 pages.

Michigan, Saginaw Township

Anonymous, "The Middle School," Saginaw Township Community Schools, June, 1966.
The nature of the middle school is explained. Also describes the program at each grade level (5-8), with its gradual increasing degree of independence. Includes middle school concept diagrams. 5 pages.

Ohio, Castalia

Anonymous, Margaretta Public Schools, Castalia, Ohio, June, 1966.
A Junior High School schedule and brochure. 7 pages.

Ohio, Sandusky

Anonymous, "Curriculum-Part 4, Junior High Grades 6-8," Erie County Board of Education, Sandusky, Ohio, 1965-66.
A detailed summary of the curriculum and objectives on each grade level, including texts used. 99 pages.

————————, "Going to Junior High School," Erie County Board of Education, Sandusky, Ohio, 1966.
A pamphlet for entering students. 7 pages.

Ohio, Swanton

Anonymous, Swanton Local Schools, Ohio, re: the Middle School, January 20, 1966.
The middle school (5-8) started for pragmatic expediency because of building pressures. It has been working out well.

Texas, El Paso

Anonymous, El Paso Public Schools, Texas, June, 1966.
A letter regarding the four intermediate schools (grades 6-8). Reviews some of the reasons for this form of organization.

Texas, Houston

Anonymous, "The Junior High School Program, grades 6-8," Spring Branch Independent School District, Houston, Texas, 1966.
A bulletin which reviews the reasons for adopting the middle school in this school district, evaluates its success (states that there are fewer discipline problems in grades 6 and 9), and lists and describes the courses given. 17 pages.

Texas, San Antonio

Anonymous, Edgewood Independent School District, San Antonio, Texas, June, 1966.

A letter and brochure describing the Intermediate and High Schools with their new "laboratory" type programs--longer classes, fewer subjects at one time. 4 pages.

References of a general nature, listed by author

Alexander, William M., and Emmet Williams, "Schools for the Middle Years," in Educational Leadership, issue, "Jr. High School: Transition in Chaos?", December, 1965, pp. 217-223, can be found in the Berkeley Schools' Professional Library.

This article explores the present disenchantment with the Junior High School. The author refers to several critics of this form of organization who feel that it does not best fill the needs of its students, and that it is not relevant to modern social demands. He proposes a model middle school, discussing special needs of the 10 to 14 year age group, suggested curricula emphases, and the organization for instruction.

————, "What Educational Plan for the In-Between-Ager?", in NEA Journal, March, 1966, pp. 30-33, can be found in the Berkeley Schools Professional Library.

A discussion of criticisms of the Jr. High, and decisions to make in planning a middle school, such as which grades to include, how to teach and emphasize learning skills, and what sort of activity program would be appropriate.

Anonymous, Middle Schools, Circular No. 3, Educational Research Service, American Association of School Administrators and Research Division, NEA, Washington, D.C., May, 1965, can be found in the Berkeley Schools' Professional Library.

This circular reports details of the instructional programs, facilities, and services offered in the middle schools of twenty school systems surveyed across the United States. 15 pages.

Boutwell, William,"What's Happening in Education--What Are Middle Schools?", in The PTA Magazine, December, 1965, p. 14, can be found in the Berkeley Schools'

Professional Library.
A discussion of why the middle schools are being proposed, and how they can be tailored to the needs of the pre-adolescent.

Brod, Pearl, "The Middle School: Trends Toward Its Adoption," in Clearing House, Vol. 40, No. 6, February, 1966, pp. 331-334, can be found in the Berkeley Schools' Professional Library.
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A criticism of the Junior High School as a poor organizational grouping with an inappropriate program.

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This article describes the middle school as a unique type of school for children of this age group, with a program especially suited to their needs, and as a transition from elementary to high school.

Zdanowicz, Paul J., "The Middle School-A Reading List," Bridgewater, Massachusetts, November, 1965.
A bibliography of references on the middle school. 3 pages.

———, "A Study of Changes That Have Taken Place In The Junior High During the Last Decade," June, 1965.
Some findings on the goals, structure, and programs of the Junior High and Middle School. 17 pages plus a 12 page sample questionnaire.

THE MIDDLE SCHOOL

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THE MIDDLE SCHOOL

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_____, "Why One District is Building a Middle School," School Management, Vol VII, No. 5, May, 1963, pp. 86-88, (about Armory, Mississippi), can be found in Berkeley Schools' Professional Library.

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Clinchy, Evans, Two Middle Schools, Saginaw Township, Michigan: Profiles of Significant Schools, Educational Facilities Laboratories, New York, September, 1960, 21 pages, sent for Aug. 30, 1966; arrived in Research Office September 13, 1966.

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Fogg, Walter, and Hugh Diamond, "Two Versions of the 'House Plan'--Vertical house plan for a school 6-8, horizontal plan in grade 6," in The Nation's Schools, LXVII, June, 1961, pp. 65-69 & 94, can be found in the Berkeley Schools' Professional Library.

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Gruhn, William, and H. Douglass, The Modern Junior High School, Ch. IV, "The Case for and against the Junior High School," New York, Ronald Press, 1947, can be found in the Berkeley Schools' Professional Library.

Johnson, Mauritz, "School in the Middle," in Saturday Review, July 21, 1964, Vol. 45, pages 40-42, & 56-57, can be found in the Berkeley Schools' Professional Library.

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_____, Middle Schools, Michigan Association of School Boards, Ann Arbor, Michigan.

Murphy, Judith, Middle Schools, Educational Facilities Laboratories, New York, June, 1965, sent for on August 30, 1966; arrived in the Berkeley Research Office Sept. 13, 1966.

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Trump, J. Lloyd, Images of the Future, Urbana, Illinois, Commission on the Experimental Study of the Utilization of Staff in the Secondary School, 1959.

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